Understanding the Impact of Racial Inequities in Audiology

Logan Faust, AuD
Understanding the Impact of Racial Inequities in Audiology

- **Lecture 1 (9-9:45am): How to discuss and reflect upon impactful subject matter**
  Break 9:45am - 10:00am
- **Lecture 2 (10-11:30am): Foundational Concepts and Personal Application**
  Q&A 11:30am -11:40am
  Lunch Break 11:40am - 1:00pm
- **Lecture 3 (1-2:30pm): Student and Professional Implications**
  Break 2:30pm - 2:45pm
- **Lecture 4 (2:45-3:45pm): Impacts on Patient Care and Services**
  Q&A 3:45pm - 4:00pm
- **Closing Remarks (4-4:10pm)**
Logan Faust, AuD

- Pediatric audiologist at Stanford Medicine Children’s Health in California
- Stanford Children’s Health R.O.S.E Award recipient secondary to her "unique, stand-out service or a consistent pattern of behavior that ultimately contributes to an extraordinary experience."
- Holds certifications in subject areas such as diversity and inclusion in the workplace and inclusive leadership
- Dr. Faust has a passion for working with and precepting audiology students and developing diversity, equity, and inclusion initiatives within her department at Stanford.
- Panelist/ Speaker:
  - AAA: Being Black in Audiology Part 2 (panel discussion) - April 2021
  - On the Ear (podcast): Episode 10 – December 2020
Disclosures

Financial Disclosure:
Receiving an honorarium from the G. Paul Moore Symposium Foundation Fund.

Non-Financial Disclosure:
No relevant disclosure to report.
At the completion of this course, participants will be able to:

• Recognize personal circumstance, attributions, and foundational characteristics which drive current understanding of topics regarding race and marginalization.

• Outline key concepts necessary to understanding and participating in discussions of race and marginalization.

• Identify common microaggressions in precepting students, educational pursuits, professional interactions, and in patient care.

• Determine how to apply concepts discussed into improving equity for students, colleagues, and patients in both the fields of Speech Pathology and Audiology.
Lecture 1: How to Discuss and Reflect upon Impactful Subject Matter

9:00am – 9:45am
Break: 9:45 – 10am
Lecture 1 Agenda

1. **Slido** Warm-Up
2. Review mindful considerations and acknowledgements
3. Understand Cognitive Distortions and their impact on us personally and on the subject matter being discussed
4. Identify personal considerations and acknowledgements
5. Personal Acknowledgements Activity *(may be extended to lecture 2)*
6. **Slido** Activity *(may be extended to lecture 2)*
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Lecture 1, Q1: How are you feeling this morning?

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Mindful Considerations and Acknowledgements

• I do not speak for all marginalized people or people of color. People are not monoliths.

• You may have been taught hateful things in loving ways.

• History is highly influenced by what part of the country you are from and your town/school demographic.
Mindful Considerations and Acknowledgements

• We have all experienced prejudice.

• We have all had prejudiced thoughts and have had decision making rooted in prejudice.

• Not all of us have experienced racism.

• When we are uncomfortable, a common reaction is anger and defensiveness. Explore the root of why you are upset.
Cognitive Distortions

What are Cognitive Distortions?

• Thought processes/ irrational thoughts that can influence your emotions.
• 10+ Cognitive distortions based on the research you may be reading.

Everyone experiences cognitive distortions.

Extreme forms of cognitive distortions are often the foundation of some implicit or explicit bias and can be harmful to yourself and others.

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions

• Magnification and Minimization
• All-or-Nothing Thinking
• Emotional Reasoning
• Overgeneralization
• Labeling and Mislabeing (Global Labeling)
• Heaven’s Reward Fallacy

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions: 
**Magnification and Minimization**

Exaggerating or minimizing the importance of events.

One might believe their own achievements are unimportant or that their mistakes are excessively important.

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions: **All-or-Nothing Thinking**

Thinking in absolutes such as “always,” “never,” or “every.”

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions: **Emotional Reasoning**

The assumption that emotions reflect the way things really are.

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions:

**Overgeneralization**

Making broad interpretations from a single or a few events.

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions: 
**Labeling and Mislaveling (Global Labeling)**

Assigning judgements of value to ourselves or to others based on one instance or experience.

Essentially an extreme form of overgeneralization.

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Cognitive Distortions: Heaven’s Reward Fallacy

Belief that one’s struggles, suffering, and hard work will result in a just reward.

The “Boot-strap Mentality”

(Ackerman & Madeson, 2017), (Gilbert, 1998), and (Silva Casabianca & Gepp, 2022)
Personal Considerations and Acknowledgements

• Understand your racial, socio-economic, and cultural identity.

• Acknowledge and be open to admitting your biases as they arise.
  • When discussing terminology that are highly associated with some knee-jerk reactions, such as racism, privilege, white-privilege, etc., it was found that triggering terminology resulted in low-quality responses from surveyed participants when reviewing current events (Quarles and Bozarth, 2022).

• Control your processing, not the content, of these discussions.
  • Avoidance reactions

• Be curious about your initial reaction (if upset, offended, etc.), but try not to become defensive.

• Allow for constructive friction.

(Sue, 2015) and (Quarles & Bozarth, 2022)
Don’t make it about you.
Personal Acknowledgements Activity

• How do you identify racially and culturally?

• What is our family make-up (cultural, socio-economic, size, etc.)?
  • How did this impact you personally?

• What were the demographics of the town you grew up in (racial, socio-economic, religious aspects, political majority, rural, metropolitan, etc.)

• What are/ were the demographics of your college experiences?
  • Any special noted about your personal experience in college?

• What are the demographics of your closest friends?
  • Are you comfortable talking to them about sensitive topics (race, politics, religion, the economy, etc.)?
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Lecture 1, Q2: After writing your personal acknowledgements, were you surprised by your own demographics, or did it align with what you thought you knew
Break!
9:45am-10am

Lecture 2
10:00am - 11:30am